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ABSTRACT

Developments in education, employment, and the courts concerning the status of women are covered in two newsletter issues. Data are included on the specialties of women faculty and the type of institution employing them; salary and rank of women faculty and their tenure status; and employment patterns and salaries of women administrators. Additional topics include: nontraditional careers pursued by women; women's studies programs; sexual harassment of women students and staff; campus rape; the status of women in Europe; resources on disabled women and girls; a guide for integrating academic feminist scholarship and perspectives into traditional curricula; women in senior administrative posts; women and public policy; a directory of women's media; and a resource for locating women's periodicals. A 1984 article from "Ms./Campus Times" is also included: "What Lies Beyond 'The Woman as Victim' Construct--New Directions for Women's Studies." The growth of women's studies centers, programs, and publications is noted, along with mainstreaming of women's studies into the regular curriculum. It is suggested that although sexist societies have victimized women, some contemporary women tend to exaggerate women's oppression. Important issues for women in the 1980s are also identified. (SW)

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ON CAMPUS WITH WOMEN. SPRING 1985 [and] SUMMER 1985.

Association of American Colleges

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Volume 14 n4 and v15 n1, Spring-Summer 1985

Project on the Status and Education of WOMEN

CONTENTS

Women Faculty And Administrators 1
Working in Academe 3
Employment 3
Nontraditional Careers 4
On The Campus 5
Women's Studies 6
Campus Rape 7
Minority Women 7
International 8
Resources On Disabled Women And Girls 9
Resources 9
Prizes And Awards 10
Taking Notes 11

ON CAMPUS WITH WOMEN

Vol. 15, No. 1 • Summer 1985

Women Faculty and Administrators—A Matter of Fact

The following statistics are excerpts from "Women Faculty and Administrators in Higher Education: Changes in Their Status Since 1972," by Claire Etaugh, which appeared in the Fall 1984 issue of the ***Journal of the National Association for Women Deans, Administrators and Counselors.*** *Sources and an extensive list of references on the status of women faculty and administrators in academe are listed in the original article.*

WOMEN FACULTY

Discipline and Type of Institution

- The proportion of all full-time faculty who are women has grown over the last decade from 22.3 percent in 1972 to 27.1 percent in 1981.
- Women tend to be clustered in a small number of fields typically stereotyped as "feminine:" English, foreign languages, nursing, home economics, fine arts and library science.
- Women as a percent of science and engineering faculty increased from 14.7 percent to 18.9 percent between 1974 and 1982, with the greatest change (5.2 percent) occurring in psychology, and the smallest (1.4 percent) in engineering.
- The proportion of women is least at universities, greater at 4-year colleges and greatest at 2-year colleges. Furthermore, more women are found at public than at private institutions. These patterns have not changed during the last decade.

Salary

- Women faculty are paid less than their male counterparts at every rank, across disciplines, and in all types of institutions. Moreover, this situation has remained virtually unchanged over the last decade: in 1972-73, men's salaries exceeded women's by 17.1 percent; in 1982-83, the comparable figure was 17.9 percent.
- For women who have been in academia the longest, the salary discrepancy is greatest. Thus, salary differentials are greatest for full professors. This is true regardless of discipline.
- Academic women who had completed Ph.D.'s prior to 1960 earned 11 percent less than comparable men. The discrepancy for those receiving doctorates in the 1960's was 10 percent and for those earning doctorates in 1970-78, 5 percent.
- The greatest salary discrepancies over the years have been found in chemistry and the biological sciences. In recent years, however, as enough women have joined business faculties to permit meaningful comparisons by sex, this field has achieved the dubious distinction of having the greatest salary differentials. Furthermore, sex differences in business faculty salaries widened between 1980 and 1982, whereas they decreased in the humanities and social sciences.
- Salary differentials also vary as a function of type of institution—largest in universities, less in 4-year colleges, and least in 2-year colleges. The salary gap is greater in private than in public institutions.

Rank

- Women advance through the academic ranks more slowly than men and tend to be concentrated in the lower ranks, a situation that has changed little in the last decade.

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- In 1981, women accounted for 10.8 percent of full professors, an increase of only 1 percent over 1972; however, they constituted 53.3 percent of all instructors, up 13.4 percent since 1972.
- In 1969, nearly half of all male faculty but only one quarter of female faculty held the ranks of professor and associate professor.
- By 1981, upward movement was evident for both sexes, but men were advancing more rapidly than women. Over two-thirds of all men but only slightly more than one-third of women held the two highest ranks. Forty percent of all women were assistant professors as compared to one-quarter of men.
- Even when male and female Ph.D. faculty memebers were matched in terms of years of experience, academic discipline, and educational background, the women were less likely to advance in rank than the men. Of those holding doctorates for 20 or more years, 87 percent of the men but 64 percent of the women were full professors. For faculty 10-19 years past the doctorate, men were 50 percent more likely than women to have reached the rank of full professor. Five to nine years past the doctorate, half the men but only one-third of the women were full or associate professors. For every discipline, women were more concentrated than men among assistant professors and nonfaculty appointees. Even among recent Ph.D.'s (1975 and later), distribution by rank was less favorable for women. Regardless of the time since earning the doctorate, discrepancies in rank were greatest for the biological sciences.

Tenure

- In 1972, women were less likely to be tenured than men and that situation still prevails. 86.2 percent of male faculty were tenured in 1980 as compared to 68.5 percent in 1972, an increase of 17.7 percent. The proportion of female faculty with tenure, on the other hand, grew from 54.6 to 68 percent, an increase of only 13.4 percent.
- Sex differences in tenure are greatest at universities, and least in 2-year colleges, and are more pronounced at public than at private institutions.

WOMEN ADMINISTRATORS

Employment Patterns

- In 1978, women held approximately 20 percent of the top 81 administrative positions in 1,222 institutions surveyed. The top five positions (i.e., chief executive, academic, planning, business, and student life officers) were dominated by males in both the public and private sectors. This pattern had changed little since 1975.
- In 1978, women generally were more likely to hold major administrative offices in private coeducational institutions than in public ones.
- Although the percentage of college presidencies held by women has not increased appreciably over the last decade, the absolute number of women presidents has increased substantially from 132 in 1972 to 253 in 1983.
- The majority of the women presidents are in private 4-year colleges (58 percent), nearly half of which are women's colleges. A substantial minority of women presidents are members of religious orders (42 percent), although this percentage has decreased appreciably from 71 percent in 1975.
- In 1972, women comprised 13.7 percent of all deans in over 1,800 institutions. Of these 60 percent were in nursing and home economics. There were no women deans of dentistry, engineering, medicine or pharmacy and only two women law deans.
- A 1976 survey of 588 colleges and universities found that more than one-third of these institutions had no women deans. Coeducational schools, large institutions (enrollmment above 5,000), and public institutions had fewer women deans. By contrast, at least half of all deans were women in two-thirds of the women's colleges.
- This situation remained virtually unchanged as of 1981 when 13.8 percent of deanships were held by women, and over half of all women deans were in nursing, home economics, arts and sciences, and continuing education.
- Half of all women administrators in white coeducational institutions were concentrated in ten positions: nursing dean, library director, bookstore manager, registrar, health service director, financial aid director, affirmative action director, student counseling director, information office director, and chief public relations officer. These positions are primarily in the area of student services rather than academic administration.

Salary

- Sex differences in administrators' salaries parallel the pattern found for faculty salaries. In white coeducational institutions, women were paid between 68 and 80 percent of the salary earned by white men holding the same job. Women were paid somewhat more at private women's colleges, but still earned only 78 to 83 percent of what white men were paid. This picture essentially has not changed since 1975.
- In 1978, approximately 11 percent of white women were in the top salary quartile as compared to 19 percent of white men, whereas 40 percent of white women but only 31 percent of white men were in the lowest salary quartile. These figures were a slight improvement over 1975. Salary differentials between women and men were not related to number of years on the job.

The author summarizes the status of women faculty and administrators in higher education over the past decade:

> While the proportion of women faculty has increased, women are still concentrated in a small number of fields, in the lower ranks, and at less prestigious institutions. They are paid less than male faculty and are less likely to be tenured. Moreover, sex differentials with regard to salary, rank, and tenure have changed little over the last decade.

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> A similar situation prevails with respect to women administrators. Women are underrepresented in high-level administrative positions, especially at public coeducational institutions. Furthermore, women administrators earn less than men in virtually all positions. Again, these sex differences both in distribution throughout the administrative hierarchy and in salary have remained fairly constant over the last ten years.

Single copies of the Fall 1984 *Journal* are available for $6.00 from the National Association for Women Deans, Administrators, and Counselors, 1325 18th St., NW, Suite 210, Washington, DC 20036.

WORKING IN ACADEME

Higher Education's Hidden Workforce

Part-Time Faculty: Higher Education at the Crossroads examines current research and literature on part-time faculty and describes the use of part-time faculty, their motivations for teaching, and the institutional policies, practices and constraints that define the conditions of their employment. The book, written by Judith M. Gappa, Associate Provost for Faculty Affairs at SAN FRANCISCO STATE UNIVERSITY, will be useful to administrators and faculty concerned with establishing long-term employment policies. As the role of part-time faculty expands, institutions must establish polices that balance differences in the qualifications, aspirations and functions of part-time faculty, and the academic and financial needs of the institution. *Part-time Faculty*, co-sponsored by the ERIC Clearinghouse on Higher Education and the Association for the Study of Higher Education (ASHE), is available for $7.50 from ASHE, Department PR-3, One Dupont Circle, Suite 630, Washington, DC 20036.

Women Administrators, Comparatively Speaking

Analysis of a 1983 survey of the American Conference of Academic Deans—238 male and 68 female administrators—reveals significant differences between males and females on issues such as salary and position:

- During the first seven years of their careers, salaries for male and female administrators do not differ significantly; after seven years, females earn significantly less than males.
- Only 25.2 percent of males had salaries less than $35,000, compared to 53.8 percent of the females.
- While 25.6 percent of the men had salaries over $50,000, only 6 percent of the females earned that much.
- The median salary for male administrators was $43,275, for females it was $34,412. The median salary for male deans was $45,148, for women, $38,334.
- Women are more likely to work in smaller institutions. Only 5.9 percent of the female administrators compared to 13.9 percent of the male administrators worked at institutions with over 300 faculty. The majority of female administrators (66.2 percent) were at institutions with under 100 faculty. Male respondents were at institutions with a median of 138 faculty members as compared to a median of 76 faculty for female administrators.

The study was done by Margaret L. Faulwell and Milton A. Gordon, CHICAGO STATE UNIVERSITY (IL). For more information contact Milton A. Gordon, Dean, College of Arts and Sciences, 95th St. at King Dr., Chicago, IL 60628.

Attracting Women and Minorities to the Faculty

THE UNIVERSITY OF CALIFORNIA has awarded $500,000 in fellowships for 1985-86 to groups who are underrepresented in the school's faculty. Annual stipends of $21,000 for postdoctoral students and $13,500 for dissertation research were offered to entice more women and minorities onto the faculty. Preference was given to candidates in computer and mathematical sciences, business, engineering and the physical and life sciences. Besides financial support, fellows will also be given faculty mentors in areas such as research, publication and teaching. For more information on the program, contact The President's Fellowship Program, University of California, Office of the President, University Hall, Room 191, Berkeley, CA 94720.

EMPLOYMENT

Impact of Women on Psychology Profession

The Employment of 1981 and 1982 Doctorate Recipients in Psychology highlights several changes in graduate programs which have implications for the future of the profession. Although in the last few years the number of doctorates received in psychology has leveled off, women are earning a greater percentage of these than ever—47.5 percent in 1983. In 1960, women earned 17.5 percent of the psychology Ph.D.'s, 23.5 percent in 1970 and 42.3 percent in 1980. It is highly likely that in the next few years, half or more of doctorate recipients in psychology will be women. One consistent finding in the study is that women are more likely to work part-time. This raises questions as to whether part-time employment will be more prevalent as greater numbers of women enter the field, and the subsequent changes in the profession that could be expected. The study, by Joy Stapp, Robert Fulcher and Marlene Wicherski, appeared in the December 1984 issue of *American Psychologist*.

Catalyst Career Briefs

The Catalyst Career Opportunities Series for Women is a set of 40 career briefs designed for women just entering the work world or making a career change. The occupational briefs, each about 10 pages in length, cover a wide range of fields from advertising to veterinary medicine. They provide current facts on the various jobs within an industry, salary levels and opportunities for women, plus education and training, getting started, and the general employment outlook. Each brief outlines a career path explaining the structure of the field and how to move within it. A final section lists additional resources. The full set of 40 briefs are available for $120.00. Individual briefs are $3.00 each. To obtain a publication list and order form write to Catalyst, 250 Park Ave. South, New York, NY 10003.

The Experts Square Off on Comparable Worth

Comparable Worth: Issue for the 80's focuses on several factors relating to comparable worth such as occupational segregation and the earnings gap; legal precedents; and comparable worth proposals at the federal, state and local levels. The 234-page book presents views from sixteen experts on the subject of comparable worth who testified before the U.S. Commission on

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Civil Rights in June 1984. This testimony demonstrates that although most people agree that occupational segregation and a wage gap exist, there is a wide range of opinion on what causes that wage gap and what may be appropriate remedies. The 134-page second volume contains the transcript of the consultation's proceedings. Both reports are available free from the U.S. Commission on Civil Rights Publications Warehouse, 621 North Payne St., Alexandria, VA 22314.

N.B.

Please note that in this summer 1985 mailing, the Project has enclosed a reader's survey. In an effort to be more responsive to the concerns of our readers, we are asking you to tell us something about yourself, your professional and personal interests, what you find most valuable about Project publications and what you believe should be the priorities for those interested in enhancing the status of women in academe. Please take a few minutes to fill out the questionnaire and return it to us in the business reply envelope provided. If your copy of *On Campus With Women* is routed to several offices, we ask that you make copies of the questionnaire for other readers. Additional copies of the questionnaire are available from the Project. Your cooperation in completing the survey will be most helpful to us and is greatly appreciated.

NONTRADITIONAL CAREERS

Economics Profession Inhospitable to Women?

The economics profession seems to be lagging behind other fields in terms of percentage of doctorates granted to women. In 1983-84, those economics departments that grant most of the Ph.D.'s reported that only 16 percent of their doctorates went to women. Many academic departments continue to be 100 percent male in their senior ranks and some are 100 percent male in their entirety. The 1983-84 American Economic Association survey showed that in 41 top doctorate-granting institutions there were only 22 women faculty above the rank of assistant professor. This means there were at least 19 departments which had not a single woman above the rank of assistant professor. Of the 189 departments granting a bachelor's degree only, there were only 49 women at the rank of full or associate professor leaving at least 140 institutions with no woman above the assistant professor level. These data appeared in the Annual Report 1984 of the Committee on the Status of Women in the Economics Profession (CSWEP) contained in the Winter 1985 issue of the Newsletter of the American Economic Association. To help promote the visibility of women economists already in academic positions and to aid institutions seeking to recruit senior women, CSWEP compiles and publishes a list of women faculty members at institutions which grant graduate degrees in economics. For more information on CSWEP, contact the Chair of the Committee, Barbara Bergmann, Department of Economics, University of Maryland, College Park, MD 20742.

Highlighting Concerns of Women Engineers

A special women's issue of *Graduating Engineer*, published in February 1985 includes articles on getting good first jobs and career advancement, combining marriage and careers and on developing executive skills. The issue also features a new Society of Women Engineers (SWE) survey of members. Some 29 percent of SWE respondents have at least a master's degree and 6 percent have a Ph.D. These percentages are somewhat higher than for male engineers overall. Copies of the issue are $5.00 from Violet Frey, Magraw-Hill Publishing Co., 1221 Avenue of the Americas, 33rd Floor, New York, NY 10020.

Teaching Teachers How to Teach Math

Teacher Education and Mathematics (TEAM) offers a comprehensive approach to teacher education. It is designed to reduce math anxiety and sex-role stereotyping in elementary education. The series helps education students to increase their skill and knowledge of mathematics, and to develop positive attitudes toward the subject.

Since the majority of undergraduate elementary teacher education students continue to be women, most of whom have not studied math, they are often anxious about teaching math. The program enables them to reduce their own anxiety level, to develop solid skills to teach math, and to create a positive classroom environment.

The program, directed by Elaine B. Chapline and Claire M. Newman of QUEENS COLLEGE of the CITY UNIVERSITY OF NEW YORK, is divided into two componenets. The first consists of four instructional modules to increase teachers' math skills and knowledge. The second has four attitudinal modules designed to develop positive math attitudes. A separate instructor's manual describes the different components of the TEAM project, with suggestions on how to use the materials most effectively. The entire TEAM set (9 books, 2 tapes) is available for $54.25 and each book and tape is available separately. For ordering information, contact EDC/Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160. Toll free: (800) 225-3088, in Massachusetts: (617) 969-7100.

FAREWELL TO PROJECT STAFFER

Roberta M. Hall, a staff member since 1980 and Associate Director for Programs since 1983, will be leaving the Project this summer and relocating in Minneapolis, MN. Author of many Project papers—including those on classroom and out-of-classroom climate—Rob will continue as a consultant to the Project, and will write our paper on the climate for women faculty and administrators. She can be contacted through our office.

Rob's contributions to the Project have been numerous and invaluable. She will be sorely missed. We wish her all the best.

Futures Unlimited

Two videotapes on women in technology have been designed by the Consortium for Educational Equity at RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, to encourage and support students' confidence and enthusiasm in pursuing math, science and shop courses in preparation for technical and scientific jobs. *Futures Unlimited I* and *II* refute the stereotypes and the fears many women students have concerning careers in math, science and the technologies.

Futures Unlimited I presents women working in math and science research, development and management, as a biomedical engineer, systems analyst, pilot, data processing director, generating plant technician and equipment engineer. *Futures Unlimited II* profiles

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women working in technical and vocational education occupations such as chemical technician, shop engineer, drafting supervisor, meter technician, and computer repair technician. All the women talk about their backgrounds, personal lives and career goals illustrating that challenging and rewarding careers are open to women as well as men. The videotapes which would be appropriate for career education, guidance counseling, displaced homemaker programs, girls' clubs, teacher training, etc. can be previewed at $20.00 each or purchased at $125.00 each ($225 for both). For ordering information, contact Futures Unlimited Videotapes, Consortium for Educational Equity, Rutgers, The State University of New Jersey, Kilmer Campus 4090, New Brunswick, NJ 08903.

ON THE CAMPUS

Keeping Staff Aware of Stereotyped Writing

"Stereotyping in the Media: Cases and Columns" arrives on the desk of staff members in the university relations division at MICHIGAN STATE UNIVERSITY six times a year. It is a packet of news items culled from national and local publications that contain sexist, racist or biased language. Accompanying each item is an explanation of the bias. Maril R. Stratton, assistant director of public relations, assembles and distributes the 20-25 page packet, "to keep the university communicators on their toes." "We are trying to make the communicators in our division and in the university proper more aware of language and images that may be offensive to some people." On occasion she has had to include her own writing in the packet. For example, she says, "I wrote a headline for an article that said, 'Six Women Artists Featured at Gallery,' as though the word 'artist' was generically male." Oops!

Penalty for Sexist Terminology

The "Guidelines for Authors" of the *Psychosocial Rehabilitation Journal* includes the following under the heading "Manuscripts not conforming to the following guidelines will be returned to the author without review:" "Avoid the use of the generic masculine pronoun and other sexist terminology."

Want Your Daughter To Succeed? Send Her to a Women's College

A new study by the Women's College Coalition tracks the undergraduate and subsequent life experiences of two fairly recent graduating classes—1967, whose members are now in their late 30's, and 1977, whose members are in their late 20's. The study looks at undergraduate fields of concentration, undergraduate extracurricular activity, graduate study, work status, family status, and current involvement in the community. It also explores the attitudes of these women toward their college experience, and toward a number of issues related to the position of women in society. Some major highlights of the survey include:

- Nearly three-quarters of the women's college graduates are in the work force.
- Roughly half of the alumnae who work full-time earn a salary of more than $25,000 and one-fifth earn more than $35,000.
- Almost half of the graduates who work hold traditionally male-dominated jobs, such as lawyer, physician or manager.
- Almost half of the graduates have earned advanced degrees, and 81 percent have continued their education beyond college.
- More than three-quarters of the graduates have in some way continued their involvement with their colleges.
- Seventy-one percent of the alumnae would be inclined to attend the same college if they were to go to college all over again, and more than two-thirds would be inclined to go to a women's college again.
- Ninety percent of the respondents stated that their colleges were successful in fostering and developing self-confidence in women students.

The 24-page study, *'67/'77: A Profile of Recent Women's College Graduates*, is available for $5.00 (members) and $6.00 (nonmembers) from Women's College Coalition, 1725 K St., NW, Washington, DC 20006.

Update on Pay for University Spouses

Diane Skomars Magrath and her husband Peter, who is president of the UNIVERSITY OF MISSOURI, have an agreement with the university that will pay her $30,000 of his $100,000 salary. Magrath is a strong supporter of salaries for university spouses as fair recompense for official school-rated responsibilities. For more information on the issue of pay for university spouses, see *On Campus With Women*, Spring 1985, p. 10.

Model Program for Learning-Disabled Women

Seventeen learning-disabled women at the UNIVERSITY OF ARKANSAS at Fayetteville were involved in a program designed to help them cope with the double barriers to education and jobs they face by being female and disabled. The program, Project Exploration, operated during the 1983-84 academic year, and was funded by the Women's Educational Equity Act (WEEA) program. The project included a weekly support group meeting and seminars on personal and career development. The women were also advised on developing academic skills and were told about university services available to them. (One woman, for example, hadn't known she could get someone to take notes for her in class.) The director of the program and one of the counselors were themselves learning disabled women, thus providing role models to show the learning disabled woman that her handicap is a barrier that can be overcome by women in similar circumstances.

A handbook describing the project's objectives and strategies, *Project Exploration: Search for Self*, provides advice on how to set up similar programs for learning disabled women on other campuses and includes recommendations for further activities. Copies are available for $5.00 from Suzanne Gordon, Dean of Students, M405 Arkansas Union, University of Arkansas, Fayetteville, AK 72701.

The Road Retaken

The Road Retaken: Women Re-enter the Academy is a collection of essays that explore the lives of women over the past forty years who interrupted their educations for more than five years. The reasons behind the interruptions and the ensuing difficulties in finding work are documented through the individual experiences of 25 scholars. Each contributor returned to school to earn a doctorate with the specific goal of teaching on the college or university level. The personal accounts offer insight into the obstacles women face in graduate school and in securing academic appointments. The 152-page book, edited by Irene Thompson and Audrey Roberts, is available for $17.50 (paper) from the Modern Language Association, 62 Fifth Ave., New York, NY 10011.

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WOMEN'S STUDIES

Evaluating the Women's Studies Classroom

The UNIVERSITY OF MISSOURI, Columbia has initiated work on a Women's Studies Student Evaluation Form. A pilot version of the form was distributed to all students in women's studies courses to evaluate instructors. The questionnaire deals with several kinds of discrimination—overt and covert racist and sexist assumptions, comments and behaviors and especially sexual harassment. Many of the questions are based on *The Classroom Climate: A Chilly One For Women?* a study by the Project on the Status and Education of Women which details faculty behaviors which can discourage women students in the classroom. (See page 7.) The women's studies program is also in the process of developing a single-page form to accompany present college-wide student evaluations. For more information, contact Dorothy Haecker, Director, Women's Studies, 213 Swallow Hall, University of Missouri-Columbia, Columbia, MO 65211.

GLCA Coordinates Women's Studies Efforts

The Great Lakes Colleges Association (GLCA) Women's Studies Program promotes and coordinates women's studies and equity activities for women on its 12 member campuses. The women's studies coordinator, Kate Loring, has organized a Speaker's Circuit to bring outstanding women's studies speakers to some GLCA campuses (speakers visit several campuses on one trip). Sometimes fee reductions can be negotiated in the case of multiple bookings, and transportation costs can also be shared among several colleges.

Other women's studies program activities include the publication of *The Handbook of GLCA Resources in Women's Studies, Women's Programming, and the Status of Women*. The 200-page handbook identifies and describes major programs, personnel, organizations, policies, services and printed and audiovisual resources related to women and women's studies on GLCA campuses. It is intended to be useful to GLCA members who wish to contact other people, locate resources or learn more about what is being done on other campuses.

Copies of the *Handbook* were distributed to women's studies coordinators or GLCA Committee representatives, women's resource centers, Provost/Deans offices, libraries and other appropriate locations on GLCA campuses. Copies are available for $10.00 from GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103. Other associations, consortia or regional groups may want to duplicate these coordinating and networking activities for women's studies and women's equity issues within their own organizations. For more information on the GLCA Women's Studies Program, contact Kate Loring at the address above.

Integrating the Experience of Women of Color and Southern Women

The Center for Research on Women at MEMPHIS STATE UNIVERSITY (TN) recently received a grant for its Research Clearinghouse and Curriculum Integration Project on Southern Women and Women of Color. The project includes the development of a computer-based clearinghouse of bibliographic citations on women of color and southern women. It also includes monthly seminar meetings to aid faculty in using the data base and other resources to enhance their courses. The group plans to provide searches of the data base by September 1985.

The project held its first workshop on May 30-June 1, 1985 for college level faculty interested in developing courses on women or revising their courses to include more information on women. Included in the workshop were discussions of teaching issues related to women in the curriculum (e.g. issues of racism and classism in women's studies' teaching about Black and white women in the South) and an overview of available resources on women of color and southern women (such as films, curriculum aids and bibliographies). For more information on the project and its activities, contact Center for Research on Women, Memphis State University, Memphis, TN 38152.

The Wild, Wild West: Not the Whole Story

The January 1985 issue of *Comment* presents highlights of two conferences on "The Women's West" sponsored by the Institute of the American West and The Coalition for Western Women's History. The issue includes excerpts from Susan Armitage's opening address, "Through Women's Eyes: A New View of the West" wherein she describes the incompleteness and misleading nature of traditional accounts of the American West. Also included are abstracts of several papers presented at the conference about violence against women, schoolwomen of the west, la chicana and others. Subscriptions to *Comment*, which is published three times a year, are $14.00. Single copies are $4.00 from RCI Communications, Jo Hartley, Editor, 680 West 11th St., Claremont, CA 91711.

Revising Traditional Views of the American West

The Coalition for Western Women's History (CWWH) promotes the integration of western women's history into the curriculum at all educational levels and into public understandings of the American West, through conferences, workshops, publications and media. Western women's history includes the experiences and actions of all women, including minority women, in the American West. CWWH hopes to bring together people with various research and teaching interests—teachers in colleges and universities, K-12 teachers, community historians, independent scholars, and the public are welcome to join. CWWH has sponsored two national conferences (see previous article), and recently published *The Women's West*, an anthology of papers presented at The Women's West Conference in 1983, and *The Women's West Teaching Guide*, designed for use in grades 7 through 12. Membership dues for CWWH vary from $5.00 to $25.00, depending on income. For more information, contact CWWH, c/o Women's Studies Program, Wilson 301, Washington State University, Pullman, WA 99164.

Schlesinger Promotes Women's Studies at the Elementary and Secondary Level

The Schlesinger Library at RADCLIFFE COLLEGE (MA) will help elementary and secondary school teachers to develop teaching materials on the role of women in American society. The Library has received a five-year grant totaling $50,000 from the Boston Edison Foundation to enable teachers to conduct research at the Library. The money will be awarded to teachers and administrators working on incorporating material on women's roles and responsibilities into the study of American history, literature and social studies. The Schlesinger Library is the largest library in the U.S. on the history of women.

UCLA Center to Foster Research on Women

The first organized research unit in the UNIVERSITY OF CALIFORNIA system to coordinate interdisciplinary research on women, gender and related issues has been established at UCLA. Creation of the UCLA Center for the Study of Women was approved by the Board of Regents at its meeting in September 1984. "The Center brings together the scholarly talents devoted to the study of women in the sciences and liberal arts," says Helen Astin, Associate Provost of UCLA's College of Letters and Sciences. "Our goal is to make the Center the focal point for all research at UCLA on the study of women, and to stress the broad-based study of new information about women in the work force, the

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economy, the arts and with respect to other contemporary issues."

The center plans to establish programs for affiliated and visiting scholars, to foster the development of federal and private grants for research projects on women, and to publish volumes derived from this research and related conferences. Research on women will be conducted under the guidance of the center, and will bear directly on issues of public policy and on women's lives in relationship to the family, community and labor force. For more information, contact the UCLA Center for the Study of Women, 236 Kinsey, UCLA, Los Angeles, CA 90024.

CAMPUS RAPE

When Sex Becomes A Crime

The WASHINGTON STATE UNIVERSITY Police have a program which is available to campus groups, that clearly explains the state's rape laws. "When Sex Becomes A Crime," is presented to residence halls, fraternities, sororities and even the school's football team. It explains that in the State of Washington, **any** intercourse without consent is rape (in some states, the proof of force is necessary). According to Lt. Roy Manning, Coordinator of the WSU Police Sex Crimes Unit, many students, male and female, are unaware of the law as it relates to acquaintance rape. "Almost every group contains at least one person who's been a victim or a suspect." The goal of the program is to raise awareness among students and promote communication. "What we try to do is get them to start communicating—get the women to put what they want up front, and get the men to honor those wishes," says Manning.

Other components in the program are to help victims and to increase rape reports. The police work with a local task force which includes the women's center, rape counselors and other local agencies. They have set up a third-party reporting system which allows either the victim, a friend or counselor to report a rape or assault anonymously. It also gives a victim time to decide whether to press charges and protects her confidentiality, without losing critical evidence which may be necessary later if she decides to prosecute. According to Manning, although acquaintance rape cases don't usually reach the prosecution level, the reporting of incidents is up. For more information on the program, contact Lt. Roy Manning, Coordinator, Sex Crimes Unit, University Police, WSU, Pullman, WA 99164-7300.

MINORITY WOMEN

Women's Studies Focus on Women of Color

The Women's Studies Program at the UNIVERSITY OF INDIANA announces the publication of the first issue in its occasional papers series, entitled "Women of Color: Perspectives on Feminism and Identity." The volume includes papers from the Fall Women's Studies brown bag lecture series and the Third World Women's Forum. The issue is available for $5.00 from the Women's Studies Program, University of Indiana, Memorial Hall East 130, Bloomington, IN 47405.

Connecting Black Women Writers

An international conference on "The Black Woman Writer and The Diaspora" will be held at MICHIGAN STATE UNIVERSITY on October 27-30, 1985. The conference will focus on the cross-cultural connec-

PSEW OFFERS SERIES OF REPORTS ON CLIMATE ISSUES

- Professors may interrupt women more frequently than men, or allow them to be interrupted by others in class.
- Financial aid officers may be more likely to offer assistance to married men over married women on the assumption that a woman needs less help because her husband will support her.
- Some faculty still use sexist humor to "spice up a dull subject," or make disparaging comments about women as a group.
- Some career counselors continue to advise students in accord with stereotypical ideas of "male" and "female" majors and careers.

These and other behaviors contribute to what the Project on the Status and Education of Women (PSEW) has called a "chilly climate" for women in the classroom and on campus. Two reports issued by PSEW identify both overt and subtle forms of discrimination that create barriers to equity for women in higher education. *The Classroom Climate: A Chilly One For Women?* discusses how faculty may treat men and women differently in the classroom and related learning situations. The report includes over 100 adaptable recommendations for faculty, students, administrators and others. Published in 1982, this paper is available for $3.00.

Out of the Classroom: A Chilly Campus Climate for Women? looks at how women are treated in a wide range of campus settings—from meetings with academic advisers and career counselors to purely informal exchanges with peers. It provides recommendations for change, an institutional self-evaluation checklist and a list of resource publications and organizations. This report, published in 1984, is available for $3.00.

A third publication, *Selected Activities Using "The Classroom Climate: A Chilly One for Women?"*, describes some of the many ways campuses across the country have used the first paper. Activities described include institutional dissemination, workshops, in-class use, research, reports and surveys. Contact persons for each model program are provided. Copies of this resource list are available for $1.00.

All of the publications above can be obtained from PSEW, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. All orders must be prepaid; checks should be made payable to AAC/PSEW. Bulk rates are available for 15 copies or more of each paper.

Currently, PSEW is planning a paper on the professional and academic climate for faculty women and women graduate students. See the upcoming Fall issue of *On Campus With Women* for more information.

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tions between Black women writers throughout the African Diaspora and will discuss the achievements of writers from several continents, centuries and linguistic and literary traditions. For more information on the conference, including specific papers and panels to be presented, contact Linda Susan Beard, Department of English, MSU, East Lansing, MI 48824.

Hispanic Women in the Corporate World

The November 1984 issue of HACER Inc./Hispanic Women's Center's *Network Newsletter* focused on eleven interviews with Hispanic women working in the corporate world. The women are of different ages and background and represent women at various stages in their careers. Each discusses the impact of her Hispanic heritage, her struggles and successes and her goals for the future. Copies of the issue are available for $3.00 from Hispanic Women's Center, Hacer, Inc., 611 Broadway, NY, NY 10012. Make checks payable to Hacer, Inc.

INTERNATIONAL

Canadian University To Start Aggressive Hiring of Women Faculty Now

The UNIVERSITY OF WESTERN ONTARIO, Canada, is hiring more women faculty now for tenure-track positions based on the number of anticipated retirements by 1995. Individual departments will absorb the cost of the extra jobs. According to Clark Leith, vice-president for academic affairs, the university has taken the action now because the market situation is better than it will be in the 1990's when all universities will be competing to replace the large number of faculty who will be retiring. Currently, 13 percent of tenured professors and 23 percent of the non-tenured faculty members are women. No specific targets for the new hiring program have been set.

Information on the Status of Women in Europe

Two recent supplements to *Women of Europe* highlight developments in the economic and social situation of women in the European Economic Community (EEC). Supplement #14 "Women in Statistics" presents demographic data on women including their employment and education in West Germany, France, Italy, Netherlands, Belgium, Luxembourg, United Kingdom, Ireland, Denmark, and Greece.

Supplement #16 "Women and Men of Europe in 1983" publishes the results of a 1980 survey of sociopolitical attitudes in the ten countries of the EEC. Results are compared with previous surveys taken in 1975 and 1977 and progress evaluated. The 1980 survey is based on the responses of 9,600 adults to approximately 40 questions. The citizens of the EEC attach less importance today than previously to the problem of the place of women in society. This opinion holds for women as well as men and appears in every country, in all sectors and among all age groups. The report interprets this as an indication not of a lessening of interest, but more as an indication that things have changed over the last seven years. Over the same period, it infers a lessening of pre-occupation with the roles of men and women and a shrinking of discriminatory attitudes.

The 61-page report describes other attitudes toward the employment of women and their involvement in political and social life including:

- The traditional model of the family where only the man works and the wife runs the home, is seen as desirable by less than three out of ten (women 26 percent and men 29 percent) and as little as two in ten among the younger age groups.
- The idea that "politics is a man's business" is rejected by more than 70 percent of Community citizens, men and women replying in the same way. This response is up by 10 percent from 1975.
- The generally accepted principle of equal opportunities of employment has suffered as a consequence of the economic recession. A substantial majority of both men and women feel that at a time when unemployment is high, men have a greater right to work than do women (men 65 percent and women 59 percent). Younger people of both sexes and more educated women were less likely to support this notion.
- In a situation of complete choice, 63 percent of women say that they would prefer to be working. This figure compares with 33 percent of women actually working. Eight out of ten working women say they like to work and six out of ten say they would continue to work even if they did not need to.
- While relatively few men say they believe that women's place is in the home (29 percent), when asked to consider their own personal situation, many more (52 percent) say that if they had the choice, they would prefer that their wife not work.

Women of Europe and its Supplements are published every two months in the EEC's seven languages. Subscriptions are available free to anyone specifying their special interest (women's associations, trade unions, journalism, libraries, research centers, ministerial departments, etc.).

To obtain Supplements #14 or #16 or for more information on *Women of Europe*, contact Commission of the European Communities, Department Information of Women, 200 Rue de la Loi, 1049 Brussels, Belgium.

Poor Women in the Third World Targeted for Aid

Helping to formulate policies and programs that improve the lives of poor women in the Third World is the central task of the International Center for Research on Women (ICRW). ICRW, a nonprofit organization established in 1976, works to expand women's economic opportunities and to emphasize women as active agents in the development process. It undertakes research, technical assistance and educational activities, the results of which it presents to development policymakers, academicians and corporate leaders at roundtable discussions and in publications. Some recent publications include "Improving Women's Access to Credit in the Third World: Policy and Project Recommendations," "Survival Strategies of Poor Working Women," "Housing Urban Women in the Third World: Some Project and Policy Issues." For a complete list of ICRW publications, contact ICRW, 1717 Massachusetts Ave., NW, Washington, DC 20036.

"Sexist Research Is Not Sound Research"

Sexist research has been attacked as unprofessional by Canada's Social Sciences and Humanities Research Council. In a 28-page booklet designed to help faculty members eliminate sex-related bias from their work, the council calls on researchers to use non-sexist language and to recognize the existence of differing male and female viewpoints. Copies of the booklet, *On the Treatment of the Sexes in Research*, written by Margit Eichler of the Ontario Institute for Studies in Education and Jeanne Lapointe of LAVAL UNIVERSITY, are available free from the Social Sciences and Humanities Research Council of Canada, Box 1610, Ottawa, Ontario, Canada K1P 6G4.

Bulk Rates Available!

All PSEW publications are now available at bulk rates for orders of 15 copies or more. For use in conferences, classes, resource centers, or for distribution to employees, you can save up to 50% by ordering in bulk. For price and shipping information, contact Karen Seebohm, Administrative Associate, Project on the Status and Education of Women, AAC, 1818 R St., NW, Washington, DC 20009 (Tel. 202/387-1300). Please call or write early to allow sufficient time for shipping.

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RESOURCES ON DISABLED WOMEN AND GIRLS

Building Community

The complexities of the problems and rights women and girls with disabilities encounter are explored in *"Building Community"—A Manual on Issues of Women and Disabilities*. Its contents are intended to both inform and engender discussion. The book is recommended as a text for teachers and others involved in education who need knowledge of the disabled. It was produced by the Women and Disability Awareness Project, a program of Educational Concepts, Inc. with financing from the Ms. Foundation for Women, Inc. Copies are available for $6.50 (prepaid) plus $1.50 for shipping and handling from Educational Equity Concepts Inc., 440 Park Avenue South, New York, NY 10016.

Helping To Identify Disabled Girls

Nationally, only 33 percent of the students identified as in need of special education services are girls. Sometimes girls may be not as readily identified as disabled because of sex-stereotyped expectations about girls' physical and emotional behavior. A special education brochure has been developed by the Council of Chief State School Officers (CCSSO) and the Connecticut Department of Education's Sex Equity and Early Childhood Programs to help correct misperceptions about disabled girls. The brochure highlights the benefits of early identification and intervention on the behalf of disabled children. It outlines ways in which sex bias and stereotyping adversely influence the identification of young girls with disabilities. The brochure is designed for teachers, parents, health care and child-care professionals and would serve as a useful resource in teacher education programs. Copies are available at $.50 each or $.30 per copy for bulk orders of 25 or more from CCSSO Resource Center on Educational Equity, 400 N. Capitol St., NW, Suite 379, Washington, DC 20001.

RESOURCES

The "Other Half" of History

Women in Particular: An Index to American Women is a biographical resource that notes the contributions to U.S. history of some 15,000 women. Entries include women whose lives and careers have significantly contributed to American history from 1600 to the present. The author, Kali Herman, has made a special effort to include minority and disabled women whose contributions are often overlooked. Each entry contains name, relevant dates, career description and sources of information. In addition, entries may include information on religious affiliation, state or territory where the women lived and/or worked, race and/or ethnicity, and disability where applicable.

Researchers and librarians will find *Women in Particular* useful in exploring women's work in various fields, verifying their presence in professions where their contributions have usually been discounted, revealing the influence of women on various ethnic and racial groups, and noting the chronological development of women's roles in different fields. Scholars in women's studies, history, genealogy, sociology and many other fields can also use the resource book as a starting point for research on individuals, groups, periods of history and general events. Copies of the 736-page book are $95.00 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483.

A Decade of Sex Discrimination Law

Colleges and universities realize more than ever the importance of understanding sex discrimination laws. Court interpretation and hence requirements for compliance of these laws have varied widely. *Sex Discrimination Law in Higher Education: The Lessons of the Past Decade*, reviews the obligations of universities and colleges under law and identifies strategies for compliance with the law. Its four authors are J. Ralph Lindgren, Patti T. Ota, Perry A. Zirkel and Nan Van Gieson (all of LEHIGH UNIVERSITY, PA).

The authors note that over the past decade a number of developments in employment law have clarified institutional obligations to avoid discrimination such as the Pregnancy Discrimination Act of 1978, the 1980 Equal Employment Opportunity Commission Guidelines on Sexual Harassment and the Supreme Court's interpretation of Title VII as forbidding insurance or retirement programs relying on sex-based actuarial tables. Other extensive litigation on employment issues with relevance for colleges and universities is also discussed.

Although the law on sex discrimination against students is less clear, the book reviews student cases and regulations concerning admissions, tuition rates, financial aid, sexual harassment, student organizations and services, housing, athletics and other issues.

Lindgren et al. suggest three strategic measures for reducing institutions' risk of liability under antidiscrimination laws—careful selection and training of personnel, adoption of a "management control system" (a model of compliance originally outlined in the Department of Labor's affirmative action regulations), and indemnification against losses suffered as a result of intentional discrimination.

Sex Discrimination Law, cosponsored by the ERIC Clearinghouse on Higher Education and the Association for the Study of Higher Education (ASHE), is available for $7.50 from ASHE, Department PR-4, One Dupont Circle, Suite 630, Washington, DC 20036.

Reintroducing Women into the History of American Education

Despite the fact that for more than a century and a half, teaching in America has been a woman's profession, historians have usually treated the American educational experience as one in which the main actors have been men. *The Impact of Women in American Education* reintroduces the many contributions of women into American educational history. It identifies the roles that women have played as educators; it gives special attention to the educational opportunities and limitations encountered by females and to those occasions in history in which the fact that a person was male or female made a difference. The 70-page booklet, written by Linda K. Kerber is one of six curricular units developed by the Non-Sexist Teacher Education Project. The units are designed for use in preservice teacher education programs, so that future teachers can become knowledgeable about issues of sexism and skilled in approaches to alleviating this problem in schools. The guide is available for $10.00 from WEEA Publishing Center, EDC, Inc., 55 Chapel St., Newton, MA 02160.

Women and Their Treatment in the Mental Health System

Many of the issues dealt with in *Women and Mental Health: New Directions for Change* will be of interest to college and university

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health and counseling centers. The 202-page book discusses sex differences in women's mental health problems and their causes, sexist treatment in the mental health system, diagnoses applied to women, and women and their physicians. It presents relevant, current information on these issues and recommends changes and alternatives for improving prevention and treatment of women's mental health problems. Edited by Carol T. Mowbray, Susan Lanir and Marilyn Hulce, *Women and Mental Health* was also published as a monograph in *Women and Therapy*, Vol. 3, Numbers 3/4, Fall/Winter 1984. Copies of the hardbound book are $22.95 from The Haworth Press, Inc., 26 East 22 Street, New York, NY 10010.

Women in Politics—"Not One of the Boys"

A new documentary film examines the progress women are making and the obstacles they are encountering after a decade of increased involvement in political life. The film, "Not One of the Boys," was produced by the Center for the American Woman and Politics (CAWP), a unit of the Eagleton Institute of Politics at RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY. The film uses the 1984 campaigns as a focal point. It follows both Republican and Democratic women in races for the U.S. Senate and shows women's growing influence in state politics as well. Prominent women leaders—among them: Geraldine Ferraro, Jeane Kirkpatrick, Barbara Jordan, Bella Abzug, Paula Hawkins, Carol Bellamy and Jane Byrne—comment on the difficulties women face and the difference women make in politics.

"Not One of the Boys" aired nationally on *Frontline*, the PBS documentary series in October 1984. Copies of the film are available on videocassette for rent ($60) or purchase ($155) from CAWP. A discussion guide is distributed with the film which includes general information on women's political participation, discussion questions for audiences which view the film and more details about the individuals and circumstances presented in the film. For more information, contact CAWP/Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901.

Including Minorities and Women in Social Work Education

A useful resource for students and professionals in social work is the recently published *A Selected Annotated Bibliography on Women and the Ethnic Minorities of Color in Social Work Education*. The book, which includes 128 summaries of articles and books, covers major issues in social work education, barriers to education, and the future of the minorities of color and women in the profession. The 99-page bibliography, by Houda Sleem Abdul-Baki, is designed to include and update the research on ethnic minorities and women in the social work literature. Copies are available for $10.00 from Vantage Press, 516 West 34th St., New York, NY 10001.

Minority and Women Librarians Resource Organizations

Minorities and Women: A List of Major Organizations in Librarianship, 1984-85 includes detailed information on 10 professional groups that address the concerns of American Indian, Asian Pacific American, Black, Chinese American, Hispanic and women librarians. The two-page listing, compiled by the American Library Association, Office for Library Personnel Resources, gives the name and address of contact persons for the organizations, as well as contact person's and membership/ordering information for newsletters and job rosters. Also listed are directories and resource lists published by these groups. To obtain a free copy of the list, write to ALA/OLPR, 50 E. Huron St., Chicago, IL 60611.

How To Develop A Women's Center

To Make A Difference is a comprehensive manual for trainers who work with campus-based women's centers and other women's organizations. The manual provides the materials needed to conduct a five-day training program for individuals seeking to establish a women's center. The program was designed to address needs related to power and leadership, organizational development, program and budget planning, and negotiation and communication skills. Based on a pilot training program involving 130 women from approximately 70 centers, the resource covers all the issues and concerns of staff and trainers. The project which developed *To Make A Difference* was co-directed by Joan Sweeney and Kathryn Girard of the Everywomen's Center, UNIVERSITY OF MASSACHUSETTS at Amherst. Copies of the 44-page manual are available for $28.00 from the EDC/WEEA Publishing Center, 55 Chapel St., Suite 215, Newton, MA 02160.

PRIZES AND AWARDS

Newcombe Foundation Offers Fellowships and Grants

The Charlotte W. Newcombe Foundation awards individual fellowships and makes grants to four-year colleges so they can establish scholarship programs. Newcombe doctoral dissertation fellowships support the study of ethical and religious values in the humanities and social sciences. The foundation also funds scholarships at colleges that provide exceptional services for handicapped students, scholarships for women 25 years or older who have completed half the requirements for their bachelors degree and scholarships for disadvantaged students at Presbyterian colleges. Scholarships for handicapped students and women go only to schools in Pennsylvania, New Jersey, Delaware, Maryland, New York City and Washington, D.C.

Fellowship applications must be requested by mid-December and submitted by the first week of January. Colleges requesting support for handicapped students and women must apply by November 1. Presbyterian schools may inquire about scholarship funds at any time. Contact the Charlotte W. Newcombe Foundation, 231 Nassau St., Princeton, NJ 08540.

Seeking Outstanding OSU Alumna

The OKLAHOMA STATE UNIVERSITY's Women's Council is soliciting nominations for the first annual Oklahoma State University Alumna Award. The nominees should have received at least one degree from OSU, have achieved recognition in her chosen field and have "shown interest and concern for other women by promoting recognition of the changing roles and needs of women." For further information and application forms, write to Women's Council, Alumna Award, 101 Whitehurst Hall, Stillwater, OK 74078. The deadline for nominations is September 15, 1985.

NSF Offers Visiting Professorships For Women Scientists and Engineers

The National Science Foundation is soliciting proposals for its Visiting Professorships for Women. The program offers grants to enable women scientists and engineers to serve as visiting professors and conduct advanced research in their fields at academic institutions in the United States. In addition to research, the visiting professor undertakes lecturing, counseling and other activities to increase the visibility of women scientists in the academic community. To receive a copy of the program booklet which gives application information, write to the Program Director, NSF Visiting Professorships for Women, Room 1225, National Science Foundation, Washington, DC 20550. Applications must be postmarked no later than October 1.

12 BEST COPY AVAILABLE

TAKING NOTES

Is College Bad for Women's Self-Esteem?

Women who were top high school students feel significantly worse about themselves after two years in college. According to a UNIVERSITY OF ILLINOIS study of 36 men and 45 women, while in high school 23 percent of the men and 21 percent of the women ranked themselves as "far above average" in intelligence. By the time they were college sophomores, an almost identical percentage of the men—22 percent—graded themselves as highly, while only **four** percent of the women felt they compared that favorably. Co-researcher Karen Arnold says women's self-image worsens in college because "they're not getting the same recognition, the chance to use their skills, the [potential employers] seeking after them, the chance to try things."

Ban on X-Rated Films Banned

A federal judge has ruled that MICHIGAN STATE UNIVERSITY may not ban X-rated movies on campus. Earlier the university had ordered two student groups to stop showing the movies in part because a university women's group protested that the films promoted sexism and denigrated women. MSU administrators also said that the two groups were operating as profit-making businesses rather than as student organizations. The two organizations then sued the university, claiming their First Amendment rights had been violated and are seeking a permanent injunction and $20,000 in damages for each of the student presidents of the film organizations. U.S. District Court Judge Douglas Hillman issued a ten-day preliminary injunction in order to give university lawyers time to respond to the suit. In the meantime, the injunction allowed the student groups to go ahead and show the movies in university classrooms.

A Campus Response to Pornography

As part of an ongoing campaign against yearly X-rated films on campus, GEORGE WASHINGTON UNIVERSITY's (DC) Coalition Against Pornography (CAP) has started a counter-program. On the evening of the film, they distribute a CAP-prepared informational leaflet to film attendees offering responses to five of the most frequently asked questions about pornography. They also sponsor a speaker and slide presentation. Recently CAP presented "Not A Love Story," a film offering insights and perspectives from men and women, both inside and outside the pornography "business." CAP was formed in Fall 1984 to offer another perspective on why pornographic films should not be sponsored by the university. For more information on the group's activities, contact GWU Womynspace, Marvin Center Box 9, Washington, DC 20052.

Admission of Women Brings Sharp Increase in Applications to Washington and Lee

WASHINGTON AND LEE UNIVERSITY (VA), which is admitting women in its undergraduate programs for the first time in 1985, has received a record 2,610 applications for 400 places in the freshman class. Women accounted for 694 of the applications. The school expected an increase but had not anticipated receiving more than about 400 applications from women.

Medical School: Total Enrollment Down, Women's Enrollment Up

Although total enrollment in U.S. medical schools dropped in 1984 (for the first time in 37 years), women's share of the enrollment increased slightly. According to a report by the Association of American Medical Colleges, women were 24.3 percent of medical school students in 1978-79, 30.6 percent in 1983-84 and 31.8 percent in 1984-85. The figures also show that the number of new students in medical school is down slightly—16,997 in 1984 and 17,150 in 1983. However, women made up a larger percentage of first year students in 1984—33.4 percent, compared to 32.6 percent in 1983.

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The Project on the Status and Education of Women of the Association of American Colleges provides information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York, The Ford Foundation, or any of the Project's sponsoring organization. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. (202) 387-1300. ISSN 0734-0141.

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Prices and availability of resources are current at time of publication.

The Association of American Colleges is the only national organization dedicated to the support and encouragement of liberal learning at all colleges and universities. Founded in 1915, AAC has long championed quality in higher education among its members, as well as business and government leaders. This leadership is demonstrated through resources and projects aimed at building consensus for directed action on urgent education issues.

In addition to the Project on the Status and Education of Women, AAC activities include:

- **Grants** to help member institutions solve educational problems on their own campuses.
- **Council for the Improvement of Liberal Education,** a new action arm of AAC, to build alliances among the country's most thoughtful educators and proponents of liberal learning.
- **Project on Redefining the Meaning and Purpose of Baccalaureate Degrees** to expand the debate on the meaning of the baccalaureate degree and seek consensus on its purpose.
- **Annual Meeting** to bring together higher education administrators and faculty with leading representatives of corporate America, the media, the foundation community, and the Federal Government.
- **Publications** to explore critical issues facing higher education and especially liberal education.

For further information, contact the Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202) 387-3760.

ON CAMPUS WITH WOMEN

Subscription Form

Yes! I want to receive *On Campus With Women* and occasional topical papers concerning women in academe. All subscriptions begin with the Summer issue and run through the Spring issue of each year. Back issues will be provided for those who subscribe in mid-year.

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

Vol. 14, No. 4 • Spring 1985

CONTENTS

Women's Studies 1
Sexual Harassment 4
On The Campus 5
Working in Academe 5
Employment 7
Women And Public Policy 7
In The Courts 8
Nontraditional Careers 8
Older Women 9
Resources 10
Taking Notes 11

WOMEN'S STUDIES

How-to Guide for Setting Up Curriculum Integration Projects

Toward Excellence and Equity: The Scholarship on Women as a Catalyst for Change in the University is filled with strategies to initiate and develop projects which incorporate academic feminist scholarship and perspectives into traditional curricula. The handbook suggests ways to encourage and assist faculty and staff to integrate women's research and values as well as to promote equity for campus women—even how to involve faculty and administrators who have not previously seemed supportive of women's studies or of equity goals or programs.

Toward Excellence assumes that the majority of academic women do not hold powerful administrative or faculty positions. The handbook, therefore, describes developed and field-tested methods that can be used successfully to promote significant change, whether or not the individual(s) initiating the change effort hold positions of relatively great or little power.

The handbook presents a very thorough and practical overview of integrating the scholarship and perspectives of women into the curriculum including why it is important and the gains for colleges and universities as well as for faculty members and administrators. Detailed explanations of the steps to take to gain faculty and administrators' support (including financial support) for a faculty development pilot project are given as well as principles and methods of implementing the pilot project. Case studies are used throughout to illustrate strategies. The handbook goes on to offer specific suggestions for securing support for the project's continuation and eventual institutionalization of project goals. Coordinators from seven different colleges and universities present their views, experience and advice on the risks and rewards, the successes and the difficulties of developing and coordinating curriculum integration projects. Five faculty members write of the response from students and colleagues when they presented courses in which academic feminist scholarship and values were integrated.

The last section of the handbook presents three essays that explain how a curriculum integration project can be related to the objectives of facilitating change in the institution and in the society of which the institution is a part. The 335-page handbook, written by Joanne M. Fritsche, also contains appendices and a bibliography of recommended resources. *Toward Excellence* is available for $10.00 from Joanne M. Fritsche, Equal Opportunity Office, University of Maine at Orono, 324 Shibles Hall, Orono, ME 04669. Checks should be made payable to the University of Maine.

B.A. In Women's Studies Offered

A bachelor's degree in women's studies will be offered at the STATE UNIVERSITY OF NEW YORK at Buffalo, with the first graduates expected in Fall 1985. Until now students could take undergraduate coures in women's studies but could receive only an undergraduate degree with a major in American studies and a concentration in women's studies. UB already offers a master's degree in women's studies and is also contemplating a doctoral program. UB started offering women's studies courses in 1970, making it one of the older programs in the country. The first women's studies courses were offered in 1969.

The program at UB focuses on third world women—one of only four or five programs nationally with such an emphasis. Another feature of the program is the practicum by which students can earn academic credit by working in community agencies, such as battered women shelters. For further information on UB's program, contact Ruth Meyerowitz, Coordinator, Women's Studies Program, SUNY at Buffalo, Buffalo, NY 14260.

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What Lies Beyond "The Woman as Victim" Construct

NEW DIRECTIONS FOR WOMEN'S STUDIES

(Reprinted by permission from the October 1984 issue of *Ms./CAMPUS TIMES.*)

In 1970, many of the college students of today were learning how to read. An assistant professor of English, I was learning, too—how to teach a strange new subject, women's studies.

I assigned my first class an enormous book: *The Second Sex* by Simone de Beauvoir. At once excitable and earnest, we discussed her theories that women were universally subordinate to men; that women had not shaped culture; that women were everywhere the "Existential Other."

The two men in the room shuffled their feet in guilt. The 32 women students slumped in gloom. Finally, one asked, "If all women, at all times, have been second-class citizens, what do you expect me, a college sophomore, to do about it?"

Fifteen years later, I still teach *The Second Sex*, but not in the same way. My classes also read about societies in which men and women have been roughly equal. They hear of the hospitals and homes, the novels and the poems, the rituals and the rights that women have created. A student may still ask what she is supposed to do about injustice, but her sense of the possibility of change is sturdier.

My personal reforms reflect two realities. First, women's studies is no longer an educational stranger, but a familiar presence. To think systematically about women and about gender is a respectable activity. In 1970, my course was one of perhaps 100 in the United States. In 1984, it is but one of more than 20,000 in the United States alone. At least 500 separate programs, one for every six institutions of higher education exist—in Florida and Washington; New Hampshire, California, and Hawaii.

Second, women's studies is asking how accurate the picture of woman-as-victim is. Like feminism, women's studies has said that sexist societies victimize women—economically, socially, culturally, psychologically, sexually. This indeed, defines a sexist society.

However, women's studies is learning how strong, responsible, accomplished, and happy women can be. I have a letter from my grandmother written years ago. She had spent an hour hanging out the wash, after three hours of scrubbing it by hand. And still, she wrote, "It is a beautiful day. I just want to sing and sing and sing."

Such documents as these modify a monochomatic picture of woman as total victim. More accurately, women's lives are a series of multicolored pictures. Some women—a raped child, a mutilated slave—are genuine victims. To think of all women as victims cheapens their suffering.

Nevertheless, some contemporary women—in women's studies and beyond—cling fiercely to an exaggerated, dogmatic description of women's opppression. They are co-conspirators in the growth of their own weakness. At its best, women's studies pledges allegiance to complexity. This demands criticizing all dogma and orthodoxy—including our own. Have women suffered? Yes, horribly. Have all women always suffered? No. The job of women's studies is to flesh out that "yes" and that "no."

THE TASK TODAY

To flourish in the 1980s, women's studies must take on more than this one job. There are two sets of challenges: one organizational, the other intellectual. Both are promising, but tough—like an unmined vein of ore.

Unhappily, these challenges present themselves during a time of diminished federal support for women's programs. Moreover, neoconservative intellectuals who praise the Reagan government tend to carry on with the canard that women's studies is academically weak, perverse, and unreliable, if politically potent, and certainly no subject for a decent, serious girl, let alone for a real boy.

As a result, women's studies in the 1980s must rely more on its own strengths and on local resources than on federal sympathy. In this landscape, its first cluster of challenges has to do with creating its own base of support, with organizing.

Contrary to popular opinion, organizing is not a boring, trivial way of spending time that is best left to obsessive compulsives, administrators, and good girls with natty notebooks and Magic Markers. It concerns the well-being of our social and cultural life as much as the skeleton does the well-being of the body.

Since the late 1960s, women's studies has created its own institutions: those courses and programs; about 50 research centers; the National Women's Studies Association; the National Council for Research on Women; at least 20 journals, newsletters, and presses.

Then, in the last six years, women's studies has initiated "mainstreaming" activities. It reached out to faculty members—in high schools and colleges—to reveal how materials about women fitted into and enhanced the classes they had been teaching.

Mainstreaming showed, for example, how a 19th-century American fiction class might read the long and redoubtable pages of Susan Warner, Harriet E. Wilson, Louisa May Alcott, Harriet Beecher Stowe, Elizabeth Barstow Stoddard, Elizabeth Stuart Phelps, and Kate Chopin, as well as those of James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Henry James, Mark Twain, and Theodore Dreiser.* If they did, the student would know more about cultural history; women's work and leisure; the differences between white women and black; and the efforts of women to create alternative values as the United States grew into a great—and masculine—power.

Women's studies must nurture both its own organizations and "mainstreaming." It must work for independence and for participatory citizenship in a number of communities—of teachers, librarians, counselors, researchers, students, and activists who care about education. The two are complementary, not competitive. If women's studies did not exist, there would be nothing to mainstream. If mainstreaming did not exist, women's studies might collapse in upon itself, and speak only to itself, a closed loop.

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The future of both women's studies programs and mainstreaming projects depends, in part, on having tenure for the teachers who care about them. Tenure is a school's promise to an employee of a lifetime job unless the employee is guilty of moral turpitude or the most ghastly misconduct. Year after year, people in women's studies have gone through battles for tenure. The victories help, and the losses hurt, for tenure cases are much more than struggles for a privileged job security; much more than tempests in the teapots of the ivory tower. They are the educational equivalent of passing a major bill, or winning a court case. They help to determine what legitimacy is, and who the legitimate are.

Those who win tenure, must, in turn, be responsive to new voices, in the United States and elsewhere. They cannot abandon the edge and unconventionality that first took them into women's studies. Having rejected the idea of academic business-as-usual, they cannot go on to accept an ironic variation on that theme: women's studies business-as-usual.

INTELLECTUAL CHALLENGES

People in women's studies often judge a question by asking, "If I answer this, how will it help women?" Our problems appeal, then, to consciousness and conscience.

In the 1980s, several immense questions press in with special urgency.

- *How are women, in every country and region, of all classes and races, to meet their survival needs?* Traditional survival needs are food, water, shelter, health. To these, the atomic age has added peace. How are women—and the children who are still largely their responsibility—to have what they need? Do times of great change—the 19th century for the United States, the 20th century for developing nations—help women, or hurt? Does the introduction of new technologies—computers, for example, or in vitro fertilization?

- *Hierarchical structures of power—of gender, family, race, class, nation, religion—benefit those on the top more than those on the bottom. How do those in power stay there?* Structures of power replicate themselves through combining economic, social, cultural, and psychological forces as intricately as DNA and RNA do genetic messages. How does this process, which is hostile to equality, work? Why do the comparatively powerless often help it along? Why does a woman factory worker from Ohio tell the New York *Times* and "CBS Morning News" that she cannot vote for Geraldine Ferraro for Vice President because women aren't meant to be in politics?

- *How reliable is the modern state in the struggle for equality?* The state is the dominant modern political entity. It gives passports and takes taxes; summons armies and drafts treaties; permits acid rain or forbids abortions. Two extreme attitudes toward it have emerged. The first ultimately trusts the state to conduct civic life and to guarantee civil values. Feminism in the United States, when it has tried to pass constitutional amendments, has accepted the state. The second attitude is anarchic. It distrusts the state, or any large organization. Which theory—that of the benign or destructive state—is true?

- *When we talk about the differences between male and female, what do we really mean?* Many people in women's studies, the ones I call "minimalists," believe that the differences we see between men and women are largely the handiwork of history and society, not of God or nature. Boys learn to be men; girls to be women—although what it means to be a man, and what it means to be a woman, will inevitably vary wildly from time to time and place to place. And, because human beings have constructed gender, they can largely abolish it.

The last 10 years have doubly refined the minimalist argument. First, some feminist scholars have claimed we ought to protect some of women's distinguishing features if they seem valuable. Psychologist Carol Gilligan has argued that women and men display different patterns of moral reasoning. What if Gilligan is right? What if women's moral reasoning is itself a moral good? Why should we change it?

Next, a group that I label the "feminist maximalists" have emerged. They, too, value certain "womanly" features. They add that the causes of these features may be profoundly ahistorical, a part of the deepest stratum of human nature. For some French writers, they appear in language and in sexual desire; for some U.S. social scientists, in the capacity for mothering; for some radical feminists, in women's spiritual and psychic being.

Our answer to the question "Is there a 'female nature'?" has its practical consequences. Behind every political and social movement there lurks, no matter how crudely or invisibly, a theory of human nature that determines that movement's ideology and actions. What if I did believe (as I do not) that a great and significant part of my identity had its roots in a "female nature"? Surely, I would support women's institutions, such as women's schools, *because* they would nurture that "femaleness." What if I thought that my "female nature" made me more peaceful, altruistic, and cooperative then men? Surely, I would say I had a special place in peace movements. How, though, would I offer myself as a senatorial candidate, or as an officer for a large corporation?

Like other questions about women and gender, these appeal to consciousness, our capacity for meaning and understanding, and to conscience, our capacity for the good and the just. Women's studies can mine the ore of these questions wisely, imaginatively, bringing in today's students, who have grown up as women's studies has grown. If it does, it will not, like much of the mining industry, excavate its lodes, only to despoil and abandon them. Rather, it will sustain a process of discovery and reclamation of human wealth itself.

Catharine R. Stimpson

Catharine R. Stimpson is chair of the "Ms." Board of Scholars, professor of English at Rutgers University, and director of the Institute for Research on Women at Rutgers University.

* Suggested by the syllabus of Joanne Dobson and Judity Fetterly in *Legacy*, 1, 1 (Spring, 1984), page 6.

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Tools to Aid in Integrating Women's Studies

The WELLESLEY COLLEGE's (MA) Center for Research on Women publishes a directory for faculty who are initiating curriculum change projects at their own colleges and universities. *The Directory of Projects Transforming the Liberal Arts Curriculum Through Incorporation of New Scholarship on Women* serves as a networking tool and support system among project coordinators by informing them of each other's existence and progress and to share with others their experiences and some of the materials they have developed. While the projects are as diverse as their institutional settings, there nonetheless exist between them similarities and common problems which make this networking valuable. The *Directory*, compiled by Peggy McIntosh and Barbara Kneubuhl, is updated annually and is available for $3.00 from the Faculty Development Program, Center for Research on Women, Wellesley College, Wellesley, MA 02181.

A booklet which expands on information presented in the above-mentioned *Directory*, lists project materials not yet available in published form and provides ordering information. *The List of Non-Published Materials for Developing Courses and Projects to Integrate the New Scholarship on Women into the Curriculum* includes syllabi, conference agendas and other "ephemera" from curriculum integration projects as well as a brief bibliography. The *List* is updated annually and is available for $3.00 from the Clearinghouse for Curriculum Integration Projects, c/o Betty Schmitz, College of Letters and Science, Montana State University, Bozeman, MT 59717.

The Center for Research on Women also distributes *A Directory of Consultants on Transforming the Liberal Arts Curriculum Through Incorporation of Materials on Women*. The list, issued every four months, contains the names, addresses and summaries of experience in curriculum change of some 45 prominent consultants. The list is continuously updated, and comments and corrections are welcome at any time. The 23-page *Directory* is available for $3.00 from the Wellesley College Center for Research on Women at the address above.

SEXUAL HARASSMENT

Harvard Women Subject to Harassment

Nearly one-fifth of HARVARD UNIVERSITY (MA) undergraduate women report that they have been forced into unwanted sexual activity at some time in their lives. About 1,500 undergraduates responded to the survey distributed by the University Health Services and RADCLIFFE COLLEGE. The 1984 study noted that nineteen percent of the respondents answered yes to the question, "Have you ever been forced into any sexual activity you didn't want?" That percentage is "frighteningly high," said the survey's author, Michelle J. Orza. "These are young women. How many will answer yes when they are 30?" she asked.

Seven percent answered yes to the question, "Since you have been at Harvard, have you ever been the recipient of undue and/or unwanted personal attention from a faculty member, teaching fellow or administrative officer of the university?" That's down from 40 percent who answered yes to a similar question the previous year. Harvard's policy statement prohibiting sexual harassment had been widely circulated during that time.

California Outlaws Sexual Harassment in Schools and Colleges

California has extended the provisions in its Education Code which prohibit sex discrimination to include sexual harassment. Senate Bill 2252, which went into effect January 1, 1985, covers all education institutions, including colleges and universities, which receive state financial assistance or state student financial aid. The new law defines sexual harassment and prohibits it as discriminatory behavior in academic, extracurricular, research, occupational training or other program or activity, student financial aid, athletic programs and employment.

MSU Holds Sexual Assault Awareness Week

The week of January 21-25, 1985 was designated Sexual Assault Awareness Week on the campus of MICHIGAN STATE UNIVERSITY. The week was planned to help university faculty, staff and students understand the issues surrounding sexual assault. Activities focused on cross-cultural attitudes, self-defense, healthy sexual relationships, incest and sexual abuse, men and rape, and local resources. For more information, contact the Division of Women's Programs, 380 Administration Bldg., MSU, East Lansing, MI 48824.

Rape Prevention Materials Sought by Project

As part of the Project's ongoing interest in campus gang rape (such as fraternity party gang rape) we are collecting general information about campus rape prevention, sexual assault awareness activities and other policies and procedures which deal with this problem.

The Project is planning a guide about campus gang rape which will make specific recommendations to help colleges and universities heighten awareness of rape and sexual assault issues, prevent incidents on their campus, deal with them when they occur, and to provide support systems for victims.

We are looking for any descriptive materials or information you have on rape prevention programs and activities on your campus as well as information about how rapes have been handled and any policies which deal with the issue. We are also still seeking information about specific incidents of gang rape. Send all information to the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

Sexual Harassment on the Job

Sexual Harassment on the Job, A Guide for Employers provides a comprehensive overview of sexual harassment and the law for employers, employment services, employment and training advisory boards, labor unions and other interested organizations and individuals. The 21-page booklet provides a brief overview of relevant cases; discusses preventive actions organizations can take; provides a model sexual harassment questionnaire and a sample policy statement; and includes a bibliography and a copy of the Equal Employment Opportunity Commission guidelines on sexual harassment. The booklet is published by the Massachusetts Advisory Committee to the U.S. Commission on Civil Rights and is available free from USCCR, 55 Summer St., 8th Floor, Boston, MA 02110.

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ON THE CAMPUS

Some Facts and Figures on Disabled Women and Education

Among the statistics and findings in *Disabled Women in America* are some pertaining to disabled women and education:

- 15.7 percent of women who have work disabilities report at least some college education. This compares to 30.9 percent of non-disabled women.
- At the same time, disabled women are five times as likely as other women to have less than an elementary-level education. One disabled woman in every six (17.4 percent) has less than eight years of formal education, as against one out of every 28 non-disabled women.
- As education attainment levels rise, so does employment. While relatively few disabled women have a college-level education, of those who do, more than one-third are employed.
- By contrast, only one disabled woman in every eight among those with less than an elementary school education has a job.

In addition to education, *Disabled Women in America* presents a statistical portrait of disabled women in such areas as age, residential patterns, marital status, employment, income and economic status and occupational category. No data concerning race or ethnic status is included. The 26-page booklet by Frank Bowe is available free from The President's Committee on Employment of the Handicapped, Washington, DC 20210.

WORKING IN ACADEME

How To Encourage Women Into Higher Education Administration

"Women in Community College Administration," focuses attention on the ways in which community colleges can provide an environment and support system that encourages and promotes women seeking administrative posts. The article, by Charlotte Epstein and Cliff L. Wood, describes some model practices and policies currently in operation at MONTGOMERY COMMUNITY COLLEGE (MD). Women are 36 percent of administrators at Montgomery College, compared with a national average of 16 percent.

The administrative associate program at Montgomery College was established in 1978 to allow faculty members interested in administration the opportunity to take on administrative assignments and work closely with supervising administrators. As part of its effort to acknowledge women as individuals and recognize their professional abilities and accomplishments, the college holds several two-day workshops each year on sexism awareness for faculty, staff and administrators. The workshops focus attention on how sexist behaviors and attitudes affect the work and academic environment. In addition, Montgomery College curriculum and instruction are being reviewed through a project, "Integrating Women Into The Curriculum."

The program's techniques to encourage persons from underrepresented groups to enter and advance into administration, although aimed at community colleges, are applicable to other kinds of institutions. The article appeared in the October 1984 issue of the *American Association of Community and Junior Colleges Journal*.

Utah Regents Urge Institutions to Hire More Women

State colleges and universities in Utah have been called upon to develop "action plans" to hire more women for administrative and faculty positions and to make higher education more available to women students. In urging these institutions to do more to integrate women into higher education, the Utah State Board of Regents endorsed the recommendation of its Higher Education Work Group. The work group said that higher education should set an example by promoting the professional development of female administrators and faculty members.

Women Gaining in Senior Administrative Posts: 1.1 Per Campus

Between 1975 and 1983, the number of women senior administrators at colleges and universities increased 90 percent. The American Council on Education's Office of Women in Higher Education found more women in a number of academic posts and in institutions of all types and sizes:

- The number of senior women administrators grew from 1,625 in 1975 to 3,084 in 1983. There are now an average of 1.1 women administrators per campus among 2,824 accredited institutions, compared with 0.6 administrators in 1975.
- Women were and are most often academic deans, chief student life officers or deans of women. The proportion of women in academic dean or director positions rose from 33 percent to 40 percent, while the share of women in student affairs dropped from 31 percent to 18 percent.
- Women's colleges averaged three women administrators on staff in 1983, up from the 2.5 average in 1975. The number of women administrators at coed institutions more than doubled in that time period, but averaged only 0.9 per institution in 1983. Men's colleges employ a "miniscule" number of women.

For more information on ACE's study, "Senior Women Administrators in Higher Education: A Decade of Change 1975-1983," contact Judy Touchton, Associate Director, Office of Women in Higher Education, ACE, One Dupont Circle, NW, Washington, DC 20036.

Comparable Worth Study to Include University Faculty and Administrators

The concept of comparable worth is under scrutiny in Hawaii. The state legislature has called for a commission to:

- evaluate the systems, laws and practices that determine the wages of employees of the state and county governments including the UNIVERSITY OF HAWAII;
- examine job segregation and wage differentials;
- recommend an appropriate job evaluation system, or other means to implement comparable worth for all Hawaii public employees, if necessary; and
- examine the compatibility of the recommended job evaluation system with existing laws on civil service, compensation and collective bargaining.

The Hawaii study will be more broadly based than the recent comparable worth review in Washington State, as the Hawaii study will include teachers and administrative personnel of public

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schools and faculty, administrators (and other staff) of the state university system. It may be, in fact, the first statewide comparable worth review to include university employees.

Part-Time Faculty: Some Considerations for Higher Education

"The Fragmented Work Environment for Part-Timers" is the theme of the October 1984 issue of the American Association for Higher Education's *Bulletin*. An article by Judith Gappa, "Employing Part-Time Faculty: Thoughtful Approaches to Continuing Problems," addresses institutional practices and issues such as appointment, support services, peer communication, participation in governance, salaries and job security and how they affect part-time faculty. In "Part-Time Faculty: Legal and Collective Bargaining Issues," David W. Leslie discusses the legal considerations and employment rights of part-timers, including tenure rights, job security, equal treatment and collective bargaining. Finally, an article by Mary Norman, "Advice and Recommendations: Improving the Work Environment for Part-Timers," gives specific suggestions for institutional change in general and in particular, for improvement in part-time faculty orientation, development and evaluation. Copies of the 16-page issue are available for $2.00 from AAHE, One Dupont Circle, NW, Suite 600, Washington, DC 20036.

Women in Public Education Administration: A Decline in Equity?

Women educators in public school administration are more qualified than ever before but are no more likely to attain high positions. According to "The Crisis in Excellence and Equity," by Catherine Marshall, over the past 50 years the proportion of men and women in public school teaching has remained essentially the same, but the number of women in administrative positions has declined steadily.

EDUCATION CAREER STATISTICS

1964	1984
70% all teachers are women	66% all teachers are women
25% all principals are women (down from 55% since 1928)	6% all principals are women
.6% top superintendents are women	1% top superintendents are women
13% doctorates in administration to women	47% doctorates in administration to women (steady increase since 1970)

At the same time, more women are completing master's and doctorate degrees needed to obtain higher level administrative positions. At the UNIVERSITY OF PENNSYLVANIA, for example, 60 percent of the doctoral students in educational leadership in 1983 were women, while nationally over 40 percent of the doctorates and 72 percent of the master's degrees in education were granted to women.

Don't Just Sit There, Do Something!

It's one thing to talk about equity for women in academe, it's another thing to do something about it. In **TOWARD EQUITY: AN ACTION MANUAL FOR WOMEN IN ACADEME**, developed under a grant from Carnegie Corporation of New York, Karen Bogart describes over 100 different programs operating on campuses today that are doing something constructive about equity for women in academe. Each program entry features:

- a description of program components,
- an overview of outcomes,
- a discussion of critical conditions for success,
- cost factors, and
- contact person.

TOWARD EQUITY opens with a series of essays describing some of the "ABC's of Change," and then describes selected programs that promote sex equity

- for students,
- for faculty, administrators, professional and support staff,
- in the social-educational climate, and
- in the wider community.

The program entries are brief, to the point and usable as models for other institutions. In her forward to the book, Martha Church, President of Hood College, calls **TOWARD EQUITY** a basic reference tool for presidents, vice presidents for academic affairs, deans of students, trustees and other concerned members of the administration, faculty and staff.

TOWARD EQUITY: AN ACTION MANUAL FOR WOMEN IN ACADEME (259 pages) is available for $17.00 (prepaid) from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Checks should be made payable to AAC/PSEW.

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Marshall's article, published in the Fall 1984 issue of *Educational Horizons*, analyzes the apparent failure of sex equity programs, policies and laws to encourage and retain women in education administration. More specifically, Marshall discusses the lack of knowledge regarding federal and state sex equity policies; the disincentives for women in eduatic~ and professional development; the lack of focus on gender issues in educational administration journals; and the organizational and societal barriers to women's academic and professional advancement in public education administration. Copies of the Fall 1984 issue of *Educational Horizons* are available for $3.25 from Pi Lambda Theta, 4101 East 3rd St., Bloomington, IN 47401. Bulk rates are available.

APA Initiates Mentoring Project for Women

Division 35 (The Women's Task Force) of the American Psychological Association is sponsoring a Mentoring Project to help its members expand their professional networks through links between senior scholars and women early in their career. The project seeks to match members on the basis of mutual interests and then leaves mentors and proteges free to develop their own working relationship, which could range from sporadic advice via telephone to joint research projects. For example, the mentor could provide access to networks, offer advice on professional advancements, provide an opportunity for the protege to work on an important project, or advise on publications and proposals.

For more information on the mentoring project, contact Dean Deanna Chitayat, Division of Continuing Education, Room 017, Weller Hall, Hofstra University, Hempstead, NY 11550.

EMPLOYMENT

New Edition of Useful Guide to Women's Job Rights

The 1984 edition of "A Working Woman's Guide to Her Job Rights," provides information about federal laws that protect women's rights during job search, employment and retirement. The publication describes federal legislation that protects workers from discrimination and how the complaint process works, along with some federal employment and vocational training programs and services. Issues such as compensation for injuries and termination, plus other matters of special interest to women such as equal pay, pay equity, maternity leave/pregnancy discrimination, sexual harassment, child and dependent care tax credit, as well as social security, pension and personal retirement plans are explained. The appendices provide addresses of federal and state agencies that can provide assistance to women protecting their job rights, as well as sample complaint forms. Single copies of the publication are available free, while supplies last, from the Women's Bureau, U.S. Department of Labor, Washington, DC 20210. Enclose a self-addressed mailing label.

Women Chemists Shortchanged in Salaries

Although salaries for female chemists vary as widely as for male chemists, they consistently fall below those of male chemists with comparable degrees, comparable experience or comparable responsibility in the same industries. Detailed salary information on female chemists can be found in the fifth annual salary survey conducted by *Industrial Chemical News*. The table below shows annual salaries by sex grouped by years of experience. Degree level does not appear to make any significant difference in the consistently lower salaries paid to women. For example, for B.S. chemists with 9 to 17 years of experience, men averaged $35,147, and women $27,951. At the Ph.D. level, men with 18 to 28 years of experience averaged $46,951 and women $39,833.

ANNUAL SALARIES OF CHEMISTS BY SEX, 1984

YEARS OF EXPERIENCE	MEN	WOMEN
0-8	$28,537	$27,792
9-17	37,287	31,616
18-28	46,019	37,389

SOURCE: Industrial Chemical News

The survey points out that the salary gap has not widened since the last survey, as women progress further in their industrial chemistry careers, compared with a continuing increase in the gap shown in the last survey period. Additionally, there are more women entering the chemical profession—34 percent of female chemists participating in the survey were in the 26-30 age group compared with only 9.7 percent of the men. Conversely, 12 percent of the men are age 46-50 compared to 3.4 percent of the women.

WOMEN AND PUBLIC POLICY

Women's Standard of Living Declining

Women's access to goods, services and leisure declined, relative to men, between 1959 and 1979, according to a new study by STANFORD UNIVERSITY economics professor Victor Fuchs. Changes in hourly earnings, hours of work and household structure are all contributing factors, he declares in "His and Hers: Gender Differences in Work and Income, 1959-1979."

"For the average (median) couple in 1979, the wife's hourly earnings were 62 percent of her husband's, down from 69 percent in 1959," Fuchs says. "This is not a result of entry into the labor force of wives with relatively less schooling." Fuchs suggests that "in order for women to earn as much as men in competitive markets, they will probably have to behave like men with respect to subjects studied in school, choice of jobs, post-school investment, and commitment to career. This could result in extremely low fertility or in large numbers of children receiving inadequate care. A recent *Wall Street Journal* survey of women corporate executives . . . reported that 52 percent were childless. Among those under age 40, almost two-thirds were childless.

Where women spent about three times as many hours per year in non-market work (which includes house and yard work, shopping and child care) as men in 1959, this ratio declined only slightly to 2.5 times as much by 1979. The average non-market hours worked by men fell from 616 to 611 per year for whites and from 446 to 439 for blacks. Copies of the study, published as Working Paper #1501 by the National Bureau of Economic Research, 1050 Massachusetts Ave., Cambridge, MA 02138.

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Policy Changes Needed to Improve Future for Women

Women of the future will be workers, mothers and wives, in that order. Today, the average 20-year-old woman can expect to spend close to 30 years in the paid labor force. She will be self-supporting much of her life, contribute to the financial support of her children, and be responsible for her retirement and old age. The report, "Worker, Mother, Wife: The Future of Today's Girls," based on current census data and other recent research reports, details the status of women in employment, marriage, divorce, single parent families and child support. The report predicts the not-so-bright future of tomorrow's women unless current policies change. It challenges educators, parents, policymakers and the media to take current trends into account when developing programs and policies for the future. Copies of "Worker, Mother, Wife" are available free from the Women, Public Policy and Development Project, Hubert H. Humphrey Institute of Public Affairs, 909 Social Sciences Bldg., University of Minnesota, Minneapolis, MN 55455.

Advocates for Women's Health

The Women, Health and Healing Project works to stimulate research, policy analyses and curriculum development on the social and behavioral aspects of women's health. The activities include coordinating master's and doctoral specializations in women, health and healing, sponsoring continuing professional education, hosting lectures and special events and maintaining a library and archives on women's health. In addition, the project operates the Women, Health and Healing Institute, a residential program for faculty who teach women's health in the social sciences, women's studies, nursing, medicine, public health, psychology and social welfare. The Institute provides a forum for current research, curriculum development and teaching methods. For more information on the project, contact Virginia Olesen, Women Health and Healing, University of California, San Francisco, CA 94143.

IN THE COURTS

Impact of *Grove City* Felt at University of Maryland

As a result of the U.S. Supreme Court decision in *Grove City*, charges that the UNIVERSITY OF MARYLAND discriminated against women in its athletic programs were dropped by the Department of Education (ED) in May 1984. Attorneys at ED decided that the *Grove City* decision, which limited federal jurisdiction of sex bias statutes to specific programs receiving direct federal assistance, prevented them from following up their discrimination investigation. Before the case was dropped, ED had contended that the university violated Title IX in five areas: by not providing equal benefits for travel and meal allowances, locker room space, recruitment and clerical support, and by not "accommodating the interests and abilities" of women's athletics. ED had pointed out that while women composed 47 percent of the student body, they "had available to them only 30 percent of the intercollegiate athletic participation opportunities." More than 60 cases involving sex discrimination have been closed as a result of the *Grove City* decision. Most of these are in the process of being re-examined.

"Market Forces" May Dictate Unequal Salaries for Faculty

A case involving two faculty members whose positions and responsibilities were essentially the same but who were paid different salaries has brought the concept of "market forces" into equal pay claims. The U.S. Court of Appeals for the First Circuit has ruled in *Winkes v. Brown University* that Brown did not violate the Equal Pay Act by paying a female professor more than a male professor in the same department. In order to keep the female professor on staff, the university matched a job offer she received from another school, thus raising her salary above that of a male counterpart in the department. The appellate court, reversing an earlier district court decision in favor of the male professor, found that the university had a legitimate reason other than sex for the pay differential.

NONTRADITIONAL CAREERS

Graduate Women and Men in Science and Engineering at Stanford: Very Different Experiences?

Graduate women in science, engineering and medicine feel less self-confident and assertive than their male counterparts, less sure of their ability, less trusting of their own judgement, and more fearful of making mistakes. This, according to a study of 627 women and men in these fields at STANFORD UNIVERSITY (CA). The researchers, Laraine Zappert and Kendyll Stansbury also found that 20 percent of the women surveyed felt that they had been the object of discrimination at some time in their graduate career.

The study, "In The Pipeline," examines how men and women make the decision to attend a graduate program in science, engineering and medicine; what happens to them both academically and psychologically during the course of their studies; and how and why they decide to continue or discontinue with a Ph.D. program. Zappert and Stansbury conclude that significant differences exist in the pressures and roadblocks men and women experience during their graduate careers and the strategies they adopt for coping with these stresses.

"While both men and women report feeling very competent in [math and science] in high school, this assessment of competence diminishes for women, but not for men, at the level of college science and math. Additionally, women tended to feel their academic preparation was less adequate than did the men in our sample." The authors continue, "Women may not be alone in underestimating their capabilities. Our findings refute the unspoken, and even occasionally spoken, assumption that less qualified women are allowed into graudate programs in science, engineering and medicine because of affirmative action quotas," even though women, in fact, "bring with them equal, and in some areas superior, qualifications to those of men."

The study highlights several issues that affect women's experience at Stanford. When women were present in the largest number (medicine and biological and medical sciences), the women surveyed demonstrated the least amount of self-doubt and reticence to assert themselves, the researchers found. The study also found that men have greater access to informal interaction with their advisers outside the adviser-advisee relationship. Women appeared less certain of the support and

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acknowledgement they received from their faculty advisers, regardless of the sex of the advisers. A typical male student comment was: "[My adviser has] gone out of [his] way time and time again for me—always willing to help with a variety of problems [academic and nonacademic] and he's an all around great guy!" A typical female comment was: "My adviser frequently invites only the men to have lunch with him. The females usually assume it is a negative comment on our research."

The women interveiwed reported more feelings of depression, of being overwhelmed, and of finding graduate school more stressful than did men. "One might conjecture that women who feel less confident, efficacious, [or assertive] may internalize the blame for these shortcomings, thus contributing to their increased incidence of depression and stress." The authors suggest that it is critical for women to compare experiences, particularly with other women students.

They also suggest that further research needs to be done on women's experiences in graduate school which affect their aspirations, well-being and performance. Women entering graduate programs in science, engineering and medicine at Stanford "bring with them the necessary intellectual prerequisites for successful accomplishment of their career objectives. They, as well as their academic department, need to appreciate and encourage women's future contributions to the academic and scientific community." Copies of the study are available free from the Center for Research on Women, Serra House, Stanford University, Stanford, CA 94305.

More "Lady" Doctors, Dentists, Pharmacists and Veterinarians

The highest number of women ever are enrolled in U.S. health professions schools and female enrollment continues to climb. According to a Health Resources and Services Administration (HRSA) report, women in 1983-84 were 51 percent of medical school applicants, 33 percent of first-year students and 27 percent of medical school graduates. This compares to 1971-72 when women comprised 13 percent of applicants, 14 percent of first-year students and 9 percent of graduates. The number of female medical school applicants rose 66 percent from 1975 to 1983 while the number of men applying fell 30 percent. Men have a slight edge in being accepted to medical school: the acceptance rate for men applying to medical school in 1983 was 49.3 percent; for women, 47.1 percent.

In 1970, women were one percent of dental school students; in 1980 they were 17 percent. Women made up 24 percent of first-year students in 1983. Dental school applications from men fell 65.7 percent between 1975 and 1983. During the same time women's applications increased 17.4 percent and in 1983 accounted for 23.2 percent of total applications.

Even in the traditionally male-dominated fields of pharmacy and veterinary medicine, women are now about half of first year classes according to HRSA's report, "Minorities and Women in the Health Fields." For example, in 1982, women were 53.2 percent of first year pharmacy classes, a "dramatic change" since 1971 when they were 25.8 percent of first year students. Women represented 47 percent of pharmacy school graduates in 1982. The report is available for $7.00 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock No. 017-022-00856-4.

Looking for an Association for Women in Science?

Over 65 groups concerned with women in science, engineering, math and medicine are described in a resource booklet published by the American Association for the Advancement of Science (AAAS). Women's associations, committees and caucuses in anthropology, astronomy, biology, chemistry, computer sciences, earth sciences, economics, engineering, linguistics, math and statistics, medicine and health, physics, psychology, social sciences and several other fields are identified. The description of each group includes information on membership, publications, current activities and future plans. A free copy of "Associations and Committees Of Or For Women in Science, Engineering, Mathematics and Medicine," compiled by Michelle Aldrich and Alicia Leach is available from the Office of Opportunities in Science, AAAS, 1776 Massachusetts Ave., NW, Washington, DC 20036.

OLDER WOMEN

Women and Older Students Leading the Way in Campus Enrollment

Women and older students are attending the nation's colleges and universities in ever-increasing numbers, according to a recent U.S. Census Bureau report. Women account for nearly four-fifths of the total increase in students from 1972 to 1982. More than half of the decade's enrollment increase was among older students aged 25 and over. In fact, the increase in the number of older women "constitutes about 44 percent of the total growth" in college enrollment in those 10 years, the study reports. "School Enrollment: Social and Economic Characteristics of Students" also details enrollment patterns at four-year and two-year institutions and discusses the increase in part-time study. The report is available for $2.25 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock number 003-001-90772-1.

Addressing the Concerns of Older Women Workers

Women, Work and Age: Policy Challenges is the recently published proceedings of a conference held to spotlight the special concerns of older women workers. The conference, held in April 1984, brought together researchers, advocates, policymakers, representatives of business and labor and older women themselves to consider a wide range of issues such as age discrimination and the compound impact of age, sex and race discrimination, occupational health and safety, job training, fringe benefit policies and part-time work. The 26-page booklet compiles the presentations made on each of these topics and includes a five-page bibliography. Copies are available for $2.00 postage and handling from the Institute of Gerontology, University of Michigan, 300 North Ingalls, Ann Arbor, MI 48109.

Helping Older Women Deal With Discrimination

- What are the laws which protect older women from employment discrimination based on sex and age?
- How can you tell if you've been discriminated against?
- What can you do if you suspect discrimination?
- What steps can you take to remedy discrimination?

The answers are all to be found in *Older Women and Job Discrimination, A Primer*, a new publication from the Older Women's League. The 14-page booklet, written by Francine K.

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Weiss, introduces midlife and older women to basic information about discrimination in the workplace and prepares them for possible action on their own behalf. It discusses both age and sex discrimination, details signs of discrimination and gives practical suggestions on how to deal with the problem. Although aimed primarily at older women themselves, the booklet is helpful for employers to identify and correct practices and policies that discriminate against older women. Single copies are $1.00 (prepaid) from OWL, 1325 G St., Lower Level B, Washington, DC 20005. Bulk rates are available.

RESOURCES

1985 Directory of Women's Media Available

The 1985 *Index/Directory of Women's Media* briefly describes 462 women's periodicals, women's press and publishers, 80 women's bookstores, 67 art/graphics/theater groups, 31 women's film groups, 35 music groups and 26 video and cable groups. The listings from other countries have been expanded and now include 147 periodicals and 34 presses. In addition, the *Directory* lists women's news services, columns, speakers bureaus, writers groups, editorial and public relations groups specializing in women, courses on media and women, distributors, directories and catalogs on women, plus 32 media organizations and 61 special library collections on women. Entries are arranged geographically, and some sections have an alphabetical cross index. Nearly 500 individual women are also listed with addresses, phone numbers and a description of activities. Copies of the *Directory* are available for $8.00 from the Women's Institute for Freedom of the Press, 3306 Ross Place, NW, Washington, DC 20008.

Newsletter to be Forum for Women's Issues in Japan

The first issue of *NWEC Newsletter* was published in November 1984 by the National Women's Education Centre of Japan. The semiannual newsletter will disseminate information on the present situation and activities of women's education, family education and other women's issues in Japan. NWEC was founded in 1977 by the Japanese Ministry of Education, Science and Culture, to further women's education through research and practical training programs. The newsletter's premier issue introduces NWEC and covers current projects, international meetings as well as provides information on administrative education policies and women's groups in Japan. It also includes a short listing of books on Japanese women published in English. For more information, contact NWEC Newsletter, c/o Yoshimori Suzuki, NWEC, 728 Sugaya Ranzan-machi, Hikigun, Saitama 355-02, Japan.

A Resource for Locating Women's Periodicals

The Annotated Guide to Women's Periodicals in the U.S. and Canada lists over 250 publications from across the United States and Canada. Each publication is briefly reviewed by category and indexed geographically and by title. Subscriptions to the 52-page *Annotated Guide* are $12.00 for individuals, $20.00 for institutions and libraries, and include two issues per year. For more information, write to *Annotated Guide*, c/o NSIWS, Box E-94, Earlham College, Richmond, IN 47374.

University Presidential Spouses

A Book . . .

The President's Spouse: Volunteer or Volunteered? is a book which discusses the often unpaid and unrecognized role of the university president's spouse. Diane Skomars Magrath organized and co-edited the book while her husband was the president of the UNIVERSITY OF MINNESOTA. Many of the 12 chapters, all written by presidential spouses, were based on a national survey sent to 136 spouses of presidents and chancellors who are members of the National Association of State Universities and Land Grant Colleges (NASULGC).

The majority of presidential spouses—99 percent of whom are female—function as hostesses, supervisors, entertaining coordinators, directors of the official house (85 percent live in an official house), campus correspondents and representatives at national meetings, tour guides, community leaders and public relations persons. Almost 30 percent of the respondents worked for pay outside the role of spouse.

Magrath hopes that readers of the book will "have a sense of the contribution that spouses make on their campuses and more sensitivity to those people as individuals," and that university regents and trustees will be clearer in their expectations for the role and the support available. Copies of the book are available for $15 from NASULGC, One Dupont Circle, NW, Suite 710, Washington, DC 20036.

A Newsletter . . .

A newsletter published specifically for presidential spouses was inaugurated in November 1984. *Partners Quarterly*, designed, written, edited and managed by Marguerite Walker Corbally, will include profiles of Washington-based higher education associations, news about spouses' professional activities, and a question-and-answer column. The newsletter is planned as a networking and information-sharing opportunity for spouses.

The first three issues of the newsletter, which will be sent to 3,000 college and university presidents, are supported by a $6,000 grant from the Exxon Education Foundation. Subsequent issues will be supported through paid subscriptions at about $16.00 per year. For information about *Partners Quarterly*, contact Corbally at 1100 North Lake Shore Dr., Chicago, IL 60611.

Feminist Voices

Feminist Voices, a lecture service representing over 25 feminist speakers and artists, is available to colleges, community organizations, women's groups and special interest associations. The lecture service represents women who lecture in all areas of general feminist interest as well as Jewish spokeswomen who also speak on a variety of intercultural and interreligious topics and their relationship to feminist concerns. For information on the speakers and booking information, contact Feminist Voices, Batya Bauman Enterprises, PO Box 694—Cathedral Station, New York, NY 10025.

Home Economics: Achieving Sex Equity

"Achieving Sex Equity in America," is the subject of a special section in the Fall 1984 *Journal of Home Economics*. The 6-page section discusses the goals of equal opportunity families, their impact on society, and equity in education and work. It assesses the contribution home economists have and can make in achieving sex equity and provides recommendations and ideas for change. Copies of the Fall 1984 issue are available for $5.00 from the American Home Economics Association, 2010 Massachusetts Ave., NW, Washington, DC 20036.

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TAKING NOTES

All-Male Clubs an Anachronism at Harvard

HARVARD UNIVERSITY's (MA) nine all-male social clubs have decided to break ties with the university rather than accept women members. The clubs refused to admit to official charges of sexism and as a result will have to give up their low-cost school phones, heating systems and access to alumni mailing lists. A statement from dean of students, Archie C. Epps III, in October 1984 said, "These clubs must come to terms with the changing role of women in society and learn to associate with them in college as associates and colleagues and not merely as romantic and sexual partners."

Student Newspaper Bars *Playboy* Ads

The editorial staff of *The Daily Californian*, a student newspaper at the UNIVERSITY OF CALIFORNIA at Berkeley, has voted to drop ads for *Playboy* magazine. A *Playboy* ad which appeared in the newspaper in October 1984 spurred reader protests and *Daily Californian* editors decided, by a vote of 25 to 11, to invoke the newspaper's policy of not running ads which are "racist, sexist or overly misleading," and to stop accepting *Playboy* ads. The decision will cost the newspaper about $3,500 in advertising revenue for 1984-85. The paper is not formally affiliated with the university, but most of its staff are Berkeley students.

Roast Beef to Compete With Women in Scholarship Pageant

A roast beef was entered in the Miss Georgia College scholarship pageant in November 1984 to protest requirements that a contestant must not have been married, cohabitated with a male, had an abortion, had any children or have any plans to marry before the end of her reign. "The pageant exploits women and it's really a beauty pageant and not a scholarship pageant," said Jackie Smith, editor of the student newspaper *The Colonnade*. "It's no one's business who a contestant has lived with or if she has had an abortion . . . the pageant is dictating behavior in the name of scholarship. What do any of those requirements have to do with scholarship?" Smith and staff writer Andrew Boswell submitted an official entry form, seven photographs of the roast and a $30 fee. Pageant officials promised to review the pageant rules and "what it stands for" before next year's contest.

Bookstore Ban on Porn Reversed

The trustees of the campus bookstore at CALIFORNIA STATE UNIVERSITY at Northridge adopted a policy to remove magazines from the racks that "visually depict the explicit sexual degradation and violence toward women." The trustees' action was spurred by the campaign of a group of students to halt the sale of magazines such as *Playboy*, *Penthouse*, *Gallery* and *Playgirl*. In December 1984, about a month after the policy decision, the trustees voted to return these magazines to the shelves when the store manager said he did not know how to enforce the ban, and cited the difficulty of determining what was degrading or violent. A student who supported the original ban thinks the point of the campaign has been misunderstood. "People think we're just uptight about naked bodies." The actual target of the ban, she maintains, is not sex itself, but the underlying violence present in many sex magazines.

Sex Doesn't Sell at Long Beach

Penthouse, *Playboy* and *Playgirl* are no longer sold at the bookstore at CALIFORNIA STATE UNIVERSITY at Long Beach, but not as a result of a ban or student complaints. The store was selling fewer than 50 copies per month of all three magazines combined.

MIT Fraternity Learns Pornography Doesn't Pay

The Alpha Delta Phi fraternity at the MASSACHUSETTS INSTITUTE OF TECHNOLOGY was put on a one-year probation in November 1984 for allegedly sending a letter to *Penthouse* magazine describing a sexual encounter with members of a neighboring women's dorm. MIT's student newspaper reported that the 1,500 word letter, published in the October 1984 issue of *Penthouse*, described a party that turned into a sex orgy. In additon to being put on probation, members of the fraternity will be required to set up an on-campus educational program on sexual harassment and pornography.

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The Project on the Status and Education of Women of the Association of American Colleges provides information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York, The Ford Foundation, or any of the Project's sponsoring organization. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. (202) 387-1300. ISSN 0734-0141.

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- **Grants** to help member institutions solve educational problems on their own campuses.
- **Council for the Improvement of Liberal Education,** a new action arm of AAC, to build alliances among the country's most thoughtful educators and proponents of liberal learning.
- **Project on Redefining the Meaning and Purpose of Baccalaureate Degrees** to expand the debate on the meaning of the baccalaureate degree and seek consensus on its purpose.
- **Annual Meeting** to bring together higher education administrators and faculty with leading representatives of corporate America, the media, the foundation community, and the Federal Government.
- **Publications** to explore critical issues facing higher education and especially liberal education.

For further information, contact the Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202) 387-3760.

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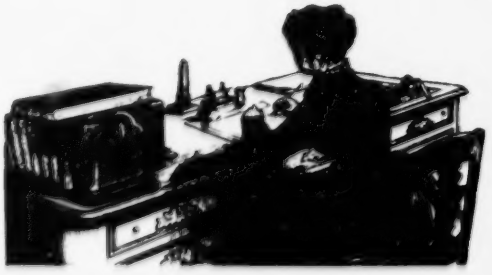

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